



# Barr Beacon School: Pupil Premium Impact Report 2020-21

Our impact report is linked to the Pupil Premium Strategy 2020-21, please see the codes as below:

- A – Attainment
- B – Cultural Capital
- C – Aspirations and careers
- D – Pastoral wellbeing

Link to Pupil Premium Strategy	Action	Spend	Impact	Implications for 2021-22																				
A	Designated member of leadership to drive the focus of Pupil Premium achievement	£20,000	<p><b>Key Stage 4</b></p> <p><b>Year 11</b></p> <p>Pupil Premium attainment was higher than national average.</p> <p>Attainment in English and Maths for FSM pupils is 78% which shows improvement from 54% in 2019, 75% in 2020.</p> <table><tr><td></td><td>Number In year 11</td><td>A8</td><td>P8</td></tr><tr><td>PP</td><td>66</td><td>4.3</td><td>-0.6</td></tr><tr><td>FSM</td><td>37</td><td>4.3</td><td>-0.65</td></tr><tr><td>Non PP</td><td>187</td><td>4.7</td><td>-0.57</td></tr><tr><td>All</td><td>253</td><td>4.6</td><td>-0.57</td></tr></table> <p>Male FSM pupils (-0.53) outperformed non-FSM male pupils (-0.65).</p> <p>Middel ability FSM pupils (-0.54) outperformed non –FSM middle ability pupils (-0.67)</p> <p>Statistically the gap between disadvantaged and non-disadvantaged is not significant however some trends and patterns have been identified for development in 2021-22.</p> <ul style="list-style-type: none"><li>Year 11 Pupil Premium pupils underachieving in English were placed in a separate form group taught by subject specialist.</li><li>Year 11 underachieving Pupil Premium pupils were targeted for mentoring.</li><li>All FSM pupils in Year 11 took part in the Elevate programme.</li></ul> <p><b>Year 10</b></p> <p>In 2019-20, PP pupils had been 0.1 ahead of non-PP peers.</p> <p>In 2020-21 PP and non – PP pupils were both had average RAGP of –1.</p> <p><b>Key Stage 3**</b></p>		Number In year 11	A8	P8	PP	66	4.3	-0.6	FSM	37	4.3	-0.65	Non PP	187	4.7	-0.57	All	253	4.6	-0.57	<p><b>Overview</b></p> <ul style="list-style-type: none"><li>Continued focus on individual pupils needs.</li><li>Pupil Premium will remain an agenda item within leadership, DOLS, Faculty, CPD.</li><li>Staff Briefing will include items on Pupil Premium and monthly information briefings.</li></ul> <p><b>Key Stage 4</b></p> <ul style="list-style-type: none"><li>Year 11 EBACC FSM focus (History/RS/Spanish)</li><li>Science PP pupils remains focus and Period 6 support will be offered by Science faculty and coaches to PP pupils</li></ul> <p><b>Key Stage 3</b></p>
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			<p>Year 7 PP pupil progress against their baselines were only -0.76% below that of non-disadvantaged pupils at data drop 3.</p> <p>Year 8 PP pupils progress against their baselines were -1.5% below that of non-disadvantaged pupils at data drop 3. This gap has increased since the start of lockdown in 2019-20, when it was -1%,</p> <p>Year 9 PP pupils progress against their baselines were only -0.7% below that of non-disadvantaged pupils at data drop 3. This has decreased since the previous academic year, 2019-20) when the gap for this cohort of PP pupils was -0.85%, in 2018-19 the gap was 1.1%</p>	<ul style="list-style-type: none"> <li>Focused intervention with Year 8 (Year 9 this academic year)</li> <li>Coaches to focus after school and in class work with Year 9 pupils named as underachieving.</li> </ul>															
B	Careers advisor	£24,086.81	<p><b>All Pupil Premium pupils had access to</b></p> <ul style="list-style-type: none"> <li>A series of PSHE lessons focused on creating applications/CVs and giving mock interview advice and support.</li> </ul> <p>In year 11 all Pupil Premium pupils had access to</p> <ul style="list-style-type: none"> <li>At least one interview with a qualified independent career adviser, and further support if they have been identified as needing it.</li> <li>Access to at least two virtual Career Fairs, locally from the Black Country Skills Factory</li> <li>Dedicated Next Steps Week with presentations from various choices ahead: College, Sixth Form, Apprenticeship, T Level, University.</li> <li>Time allocated in school to explore their options on Start Profile, our school's career platform.</li> <li>Help writing personal statements.</li> <li>Promotion of NCS to help boost their extra-curricular activity.</li> <li>Apprenticeship workshop for those interested.</li> <li>3 week induction for those who applied to Barr Beacon Sixth Form.</li> <li>Careers advice and support on GCSE results day.</li> </ul> <table border="1"> <thead> <tr> <th></th><th>2020 PP (53)</th><th>PP%</th><th>2020 Non PP (209)</th><th>Non PP %</th></tr> </thead> <tbody> <tr> <td>Barr Beacon</td><td>15</td><td>28.3</td><td>81</td><td>38.7</td></tr> <tr> <td>Other School Sixth Form</td><td>4</td><td>7.5</td><td>16</td><td>7.6</td></tr> </tbody> </table>		2020 PP (53)	PP%	2020 Non PP (209)	Non PP %	Barr Beacon	15	28.3	81	38.7	Other School Sixth Form	4	7.5	16	7.6	<ul style="list-style-type: none"> <li>Continue to deliver high quality careers provision.</li> <li>Increase opportunities to work with employers, universities and FE colleges and vocational providers.</li> <li>Year 8 Pupil Premium opportunity to Kid Zania to be proposed.</li> <li>Discovery Week opportunity to take part in careers in health and medicine extended to Year 7-10.</li> <li>Consider mock interviews for Year 11 and potentially extend to Year 10.</li> <li>Next Steps Day to be resumed following pandemic restrictions being relaxed to allow such events.</li> </ul>
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A	Revision resources for pupils in Key Stage 4	TBC	<p>Revision resources provided by faculties based on pupil need including: key texts for English Literature, Maths equipment, CGP guides within Humanities and Technology.</p> <p>Curriculum developments have seen increased used of knowledge retention quizzes and use of revision materials within lessons.</p> <table><tr><td>Residuals</td><td>DD1</td><td>DD3</td></tr><tr><td>PP</td><td>-3.0</td><td rowspan="3">Data unavailable</td></tr><tr><td>Non PP</td><td>-2.8</td></tr><tr><td></td><td></td></tr></table> <p>Pupils in Year 11 received x7 morning assemblies focussing on core foundational knowledge in English Maths and Science. This equates to 21 sessions.</p>	Residuals	DD1	DD3	PP	-3.0	Data unavailable	Non PP	-2.8			<ul style="list-style-type: none"><li>Continue to provide revision resources via faculties request.</li><li>Provision of revision packs to all Pupil Premium pupils in year 11.</li><li>Resume tutor revision boxes with assemblies/tutor interventions on how to best use these revision resources.</li></ul>										
Residuals	DD1	DD3																						
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A	Reading books	£3,173.94	<p>All Pupil Premium Pupils in Year 7 received free reading books from the school held book fair.</p> <p><b>Read to succeed (previously ERIC)</b></p> <ul style="list-style-type: none"><li>Key Stage 4 reading books (non fiction) invested in. All year 10/11 tutors provided with reading books to rotate across the year.</li><li>Stock replenished and tailored to ability</li></ul> <p><b>Investment in iCentre stock/Accelerated Reader stock</b></p> <p>Over £2000 spent on new books for the iCentre tailored to reading range of our year 7/8 pupils.</p> <p><b>Fresh Start Programme</b></p> <p>Aimed at pupils whose reading age in two or more years below chronological reading age and also not able to read words using phonics. These pupils are 3/5 Pupil Premium.</p>	<ul style="list-style-type: none"><li>Continue to develop iCentre stock using pupil and parent voice.</li><li>Develop Key Stage 5 reading.</li><li>Monitor and evaluate Pupil Premium Pupils progress in Fresh Start.</li><li>Use reading ages to provide Pupil Premium reading interventions from all year groups.</li></ul>																				



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A	Accelerated Reader	£3,500	<p>According to data from STAR tests, Pupil Premium students made, on average, 17 months of progress across the academic year - evidence of rapid progress as non-Pupil Premium students made an average of 14 months of progress.</p> <p>The achievement gap between Pupil Premium and non-Pupil Premium students narrowed significantly - from 4 months in Autumn to 1 month in Summer, even despite lockdown in winter.</p>	<ul style="list-style-type: none"> <li>Monitor and evaluate Pupil Premium Pupils progress in Accelerated Reader.</li> <li>Use PP Accelerated Reader data to provide timely interventions to support reading in Year 7 and 8.</li> </ul>																																			
A	Literacy and Numeracy Coaches and Foreign Language Assistants (FLAs)	£109,261.87	<p><b>FLAs</b></p> <p>All pupils in the German cohort received their FFT or above in their CAGs in June 2021. Pupil Premium pupils tracked slightly better than the rest of the cohort on average by having a slightly higher percentage of pupils achieving purple against their baseline (however the cohort was extremely small so this impacts the results slightly).</p> <p>On average, pupil premium pupils achieved better than non-pupil premium pupils. 59% of non-PP were on target or above whereas for PP 66% were on target or above.</p> <p>One Pupil Premium pupil (the only pupil in their year group for languages) exceeded their target by 2 grades.</p> <p><b>Coaches</b></p> <p>A team of 10 coaches were employed specialising in CORE and EBACC subjects as per previous year's recommendations.</p> <table border="1"> <thead> <tr> <th></th><th>Total</th><th>PP</th><th>SEND</th><th>Coaching hours</th></tr> </thead> <tbody> <tr> <td>Year 7</td><td>29</td><td>13</td><td>14</td><td>243</td></tr> <tr> <td>Year 8</td><td>46</td><td>19</td><td>55</td><td>384</td></tr> <tr> <td>Year 9</td><td>36</td><td>15</td><td>14</td><td>482</td></tr> <tr> <td>Year 10</td><td>61</td><td>39</td><td>20</td><td>661</td></tr> <tr> <td>Year 11</td><td>52</td><td>24</td><td>24</td><td>388</td></tr> <tr> <td>After school</td><td>55</td><td>25</td><td>17</td><td>125</td></tr> </tbody> </table> <p>Skilled academic coaches have been deployed strategically using analysis of data and faculty request, to match underachieving pupils with a coach.</p> <p>Coach case studied show that for all pupils worked with directly, pupils have made progress against the baseline set by the teacher.</p>		Total	PP	SEND	Coaching hours	Year 7	29	13	14	243	Year 8	46	19	55	384	Year 9	36	15	14	482	Year 10	61	39	20	661	Year 11	52	24	24	388	After school	55	25	17	125	<ul style="list-style-type: none"> <li>Continue to utilise a highly trained team of coaches and FLAs to support Pupil Premium pupils who are underachieving in their subjects.</li> <li>Track and monitor impact of coaches and FLAs.</li> <li>Ensure DOLs and subject teachers requesting coaches target Pupil Premium pupils for this support.</li> <li>Ensure that coaches are used for interventions with underachieving Pupil Premium pupils before and after school.</li> <li>Ensure coaches are carefully matched with underachieving disadvantaged pupils to ensure progress.</li> <li>Feedback and training for coaches and FLAs to enhance performance.</li> </ul>
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			English Progress Sept 2020 – July 2021																													
			Maths Progress Sept 2020- July 2021																													
D	Attendance Officer focusing on attendance of disadvantaged pupil	£21,600	All FSM pupils provided with bus passes if required. Travel to support parents attendance of parents’ evenings or meetings also supported to ensure parents are engaged in school life.	<ul style="list-style-type: none"><li>Continue to offer high quality intervention to support Pupil premium attendance.</li><li>Assistant Heads of House to continue to develop their role monitor attendance and punctuality and supporting PP pupils appropriately when required.</li></ul>																												
D	Assistant Heads of House	£15,104.48																														
D	Bus Passes / Transport costs	£2430.35																														
D	School Counsellor  Success Centre staffing	£14,775.03  £9,931.73	<p><b>In the context of: the global pandemic; the reduction to services like CAMHS and external support for mental health, these pastoral support mechanisms are essential to the wellbeing of our Pupil Premium pupils:</b></p> <p><b>School Counsellor</b> 23/55 (41.8%) of pupils seeing the school counsellor in 2021-22 were Pupil Premium. Reasons included: Anxiety, Behaviour, Self-control, Stress levels, Family situations, Self-harm, Depression, Medical issues, Bereavement and attendance. Pupil exit surveys unanimously report positive impact.</p> <p><b>Success Centre</b> Pupils accessing Success Centre are at 34.6% of the cohort accessing the centre. As the school population of Pupil Premium is approximately 18%, this means that Pupil Premium pupils are accessing this service successfully and careful consideration is given to who uses the centre.</p> <table><tr><td></td><td>Bredon</td><td>Clent</td><td>Malvern</td><td>Wrekin</td><td>Totals</td><td>%</td></tr><tr><td>PP</td><td>7</td><td>4</td><td>10</td><td>13</td><td>34</td><td>34.6%</td></tr><tr><td>Non PP</td><td>13</td><td>10</td><td>17</td><td>24</td><td>64</td><td>65.3%</td></tr><tr><td>Total</td><td>20</td><td>14</td><td>27</td><td>37</td><td>98</td><td></td></tr></table>		Bredon	Clent	Malvern	Wrekin	Totals	%	PP	7	4	10	13	34	34.6%	Non PP	13	10	17	24	64	65.3%	Total	20	14	27	37	98		<ul style="list-style-type: none"><li>Continue to develop provision for positive mental health for all Pupil Premium pupils to ensure they can access the curriculum and achieve success.</li><li>Liaise between Success Centre and PSHE curriculum to ensure that support is thorough and impactful.</li><li>Investigation of new courses in the Success Centre for new academic year.</li></ul>
	Bredon	Clent	Malvern	Wrekin	Totals	%																										
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D	Uniform support	£1160.31	Uniform purchased for FSM pupils on managed moves to facilitate successful moves between schools. Uniform purchase for FSM pupils who required support when transitioning to the new school uniform. 40 pupils were supported in purchase of new trousers or skirts.	Continued support of families with purchase of uniform when requested.
C	Peripatetic music lessons	£1139.00	<b>Last academic year:</b> Owing to Covid 19 peripatetic tutors were not available until the summer term. 10 <sup>th</sup> May was the first lesson. 9 weeks of lessons Peripatetic music was offered to all students in school and provided for FSM pupils who wanted to take up this opportunity. This will boost confidence and engagement in our FSM pupils. 23 pupils took up the opportunity, of which 14 were FSM pupils. This means that over 50% of the pupils have peri' music lessons were FSM (the whole school FSM cohort is below 18%).  ACE – Award for Creative Excellence developed across Technology and Creative Arts faculties to develop pupils confidence as creative individuals. Focus on underachieving PP pupils in ACE allowed targeted intervention support.	<ul style="list-style-type: none"> <li>Continue to promote music and peripatetic opportunities to all pupils and ensure FSM have this opportunity.</li> <li>Continue to develop Silver ACE award.</li> <li>Provision of ACE packs for FSM pupils.</li> </ul>
C	Year 11 prom	£1945.00	Leaver's hoodies and prom tickets provided for 13 Year 11 PP pupils. Soft drinks were purchased for all PP pupils. Tickets were purchased for all FSM requested.	Pupil Premium pupils in 2021-22 will be supported to attend prom and have this cultural capital enhancing experience.
D	Free school meals  Other related catering	Separate budget  £38.35	All FSM pupils provided with food at lunch time and breakfast allocation moved to break sitting to ensure that all FSM pupils have a snack before 11.30.  During lock down food boxes were offered to all families once per week. Uptake fluctuated between 50-80 boxes per week depending on the national situation.  All FSM pupils isolating were offered this opportunity weekly whilst isolating.  Food vouchers were also provided in line with government provision of these.	<ul style="list-style-type: none"> <li>Monitor through pupil voice.</li> <li>Evaluate link between behaviour and FSM uptake.</li> <li>Move to before school FSM allocation again once pandemic restrictions permit.</li> </ul>
D	FSM checking service (Link2ICT)	£1,000	Provision enabled school to support parents to apply for FSM status.  The Barr Beacon FSM population has continued to grow, meaning that the data this year represents a larger cohort of pupils than in previous years.	Continue to offer this support to maximise the number of pupils able to register as FSM and support our families.
			Year 11 Cohort 2020-21	



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A	Curriculum resources	£3084.67	<b>Educake</b> <table><tr><th>Student Engagement</th><th>Overall</th><th>Y7</th><th>Y8</th><th>Y9</th><th>Y10</th><th>Y11</th></tr><tr><td>Overall</td><td>71.56%</td><td>43.85%</td><td>68.68%</td><td>80.20%</td><td>84.35%</td><td>79.68%</td></tr><tr><td>PP</td><td>58.91%</td><td>28.57%</td><td>66.67%</td><td>62.50%</td><td>78.43%</td><td>60.00%</td></tr><tr><td>NPP</td><td>74.58%</td><td>48.04%</td><td>69.35%</td><td>82.95%</td><td>85.78%</td><td>83.98%</td></tr><tr><td>M</td><td>66.42%</td><td>35.04%</td><td>60.90%</td><td>76.82%</td><td>81.82%</td><td>78.05%</td></tr><tr><td>F</td><td>76.82%</td><td>53.66%</td><td>76.52%</td><td>83.67%</td><td>86.92%</td><td>81.25%</td></tr></table> <p>Engagement is slightly lower overall in Year 7 and 9. Pupil voice suggests this may be because of lack of computer access at home.</p> <table><tr><th>% Correct attempted questions</th><th>Overall</th><th>Y7</th><th>Y8</th><th>Y9</th><th>Y10</th><th>Y11</th></tr><tr><td>Overall</td><td>66.06%</td><td>58.24%</td><td>64.19%</td><td>63.09%</td><td>68.84%</td><td>66.53%</td></tr><tr><td>PP</td><td>62.99%</td><td>54.63%</td><td>63.96%</td><td>63.01%</td><td>60.44%</td><td>68.44%</td></tr><tr><td>NPP</td><td>66.67%</td><td>58.91%</td><td>64.38%</td><td>62.99%</td><td>70.09%</td><td>66.26%</td></tr><tr><td>M</td><td>64.67%</td><td>58.04%</td><td>62.42%</td><td>62.16%</td><td>66.54%</td><td>66.72%</td></tr><tr><td>F</td><td>67.13%</td><td>59.11%</td><td>65.63%</td><td>63.62%</td><td>70.51%</td><td>66.38%</td></tr></table> <p>PP answers are generally as accurate as Non-PP answers. Year 10 shows the biggest gap in accuracy. Furthermore, regular users of Educake, are x7 more likely to be on target than those who are poor users. This suggests that for most year groups Educake is a supportive addition to the curriculum.</p> <b>Fresh Start Resources</b>				Student Engagement	Overall	Y7	Y8	Y9	Y10	Y11	Overall	71.56%	43.85%	68.68%	80.20%	84.35%	79.68%	PP	58.91%	28.57%	66.67%	62.50%	78.43%	60.00%	NPP	74.58%	48.04%	69.35%	82.95%	85.78%	83.98%	M	66.42%	35.04%	60.90%	76.82%	81.82%	78.05%	F	76.82%	53.66%	76.52%	83.67%	86.92%	81.25%	% Correct attempted questions	Overall	Y7	Y8	Y9	Y10	Y11	Overall	66.06%	58.24%	64.19%	63.09%	68.84%	66.53%	PP	62.99%	54.63%	63.96%	63.01%	60.44%	68.44%	NPP	66.67%	58.91%	64.38%	62.99%	70.09%	66.26%	M	64.67%	58.04%	62.42%	62.16%	66.54%	66.72%	F	67.13%	59.11%	65.63%	63.62%	70.51%	66.38%	<b>Educake</b> <ul style="list-style-type: none"><li>Science faculty needs to focus on Year 7 and 9 as in these year groups PP engagement was not equivalent to non-pupil premium peers.</li><li>Educake club offered to disadvantaged pupils after school.</li><li>Educake App promoted by Science faculty.</li></ul> <ul style="list-style-type: none"><li>All underachieving PP readers will be screened for and monitored in their Fresh Start progress.</li></ul>
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			<p>Resources purchased for 2 cohorts of Fresh Start pupils in Year 7 and 8. 15/56 pupils who are having this support are Pupil Premium in Year 7. (27%) 12/32 pupils who are having this support are Pupil Premium in year 8. (37.5%)</p> <p><b>Other resources</b> Ingredients were purchased for FSM pupils to enable participation in food practicals.</p> <p>Maths faculty purchases geometry sets and calculators for all FSM pupils in Year 7.</p> <p>English faculties provided copies of key texts and revision guides.</p>	<ul style="list-style-type: none"> <li>• Parental support will be provided to enable PP parents to engage with their children's reading.</li> <li>• Faculties will continue to be encouraged to provide relevant resourcing and support for PP pupils.</li> </ul>
A/D	Academic Mentoring for underachieving disadvantaged pupils	(included within coaches and curriculum resourcing)	<p>Academic mentoring was provided for the top 10 underachieving disadvantaged pupils in year 10 and year 11.</p> <p>Coaches were provided with training and a support booklet for this mentoring process.</p> <p>A member of staff with a TLR 3 worked on a project about barriers to PP success and with AHT tracked a further 10 underachieving Year 10 PP pupils.</p>	<ul style="list-style-type: none"> <li>• Explore additional mentoring opportunities such as virtual support.</li> <li>• Explore motivational speakers for PP pupils.</li> <li>• Develop mentoring for pupils in Key Stage 3 via house system and tracking/monitoring.</li> </ul>
A	Key Stage 3 and 4 leads in Core subjects	£19,485.07	As shown in first box of table.**	<ul style="list-style-type: none"> <li>• Continue to support work of KS3/4 leads regarding PP tracking and monitoring.</li> <li>• Calendared meetings between DOLs/Leadership and KS3 leads to provide intervention for underachieving PP pupils.</li> <li>• Focus on closing the gap in performance of disadvantaged pupils in Science and EBACC/open bucket subjects</li> </ul>
A/D	External Agency support (Elevate)	TBC	<p>Elevate Education delivered 3 sessions to FSM Year 11 pupils on the topic of being exam ready/life ready/career ready.</p> <p>Pupil evaluations were overwhelmingly positive and pupils found these sessions reassuring and motivating.</p>	Follow up sessions by giving pupils the chance to access Elevate's online resources.





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D	Pastoral Coach	£15,104.48	<p><b>Pastoral Coach</b></p> <p>The Pastoral Coach is building relationships with all pupils, to include harder to reach pupils. This has supported pupils in finding enjoyment in learning, led to better behaviour in class and is supporting their academic progress.</p> <p><b>TIGERS Programme</b></p> <p>31 targeted pupils took part in the TIGERS programme with our Pastoral Coach. Of these 13 Pupil Premium pupils (40.6%).</p> <p>Analysis has shown behavioural improvements in almost all pupils who engaged with the programme.</p> <p>Boxing, with the pastoral coach, has supported over 100 pupils within the school.</p>	Continue to offer high quality pastoral support via the pastoral coach and ensure boxing and TIGERS is available to PP pupil as required
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